DOCUMENT RESUME

ED 064 422 UD 012 455

AUTHOR	Joiner, Lee
TITLE	Final Report of the Evaluation of the 1970-1971 Improving Instruction and Services in Schools for Socially Maladjusted Children. ESEA Title I.
INSTITUTION	Teaching and Learning Research Corp., New York, N.Y.
SPONS AGENCY	New York City Board of Education, Brooklyn, N.Y.
PUB DATE	71
NOTE	52p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; Achievement Gains; Compensatory Education Programs; Elementary Education; *Emotionally Disturbed; *Program Evaluation; Remedial Mathematics; Remedial Reading; Secondary Education; *Socially Maladjusted; *Special Schools; Student Attitudes
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; New York City

ABSTRACT

The Title I program in Schools for Socially Maladjusted and Emotionally Disturbed Pupils, funded under the 1965 Elementary Secondary Education Act, is a federally supported enrichment program which provides library services, art, science, health education, remedial reading, remedial mathematics, instructional materials, curriculum improvement, in-service teacher training, and guidance services for 2429 elementary and secondary students. No single program exists but rather different fund allocation patterns are noted over the 17 participating schools. The evaluation was designed to collect data relevant to program objectives. Conducting the evaluation involved interviewing all Title I funded personnel and making on-site observations. Achievement, attitudinal, and demographic data was obtained from a random sample of 510 students. A group of 50 parents was also interviewed to determine their perceptions of child's progress and orientation toward school. Among the conclusions reached are the following: (1) Title I funded services are generally a necessary part of the current program in the schools surveyed. (2) The impact of the program on academic achievement is not as great as anticipated in the program objectives. Data suggest a limited program impact on academic achievement. (Author/JM)

IMPROVING SERVICES FOR THE

SOCIALLY MALADJUSTED

EVALUATION STAFF

Principal Investigator:	Lee Joiner, Ph.D.
Research Assistants:	Paula Gertler Jan H. Leibowitz

ED 064422

FUNCTION # 910602

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT OF THE EVALUATION OF THE

1970-1971

IMPROVING INSTRUCTION AND SERVICES IN SCHOOLS FOR SOCIALLY MALADJUSTED CHILDREN

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1970-71 school year.

UD 012 455

TEACHING & LEARNING
RESEARCH CORP.
355 Lexington Avenue/New York, New York 10017/212-490-0197

ACKNOWLEDGEMENTS

The Teaching & Learning Research Corp. expresses its appreciation for assistance given in the evaluation project. First, to the staff of the Bureau of Educational Research of the Board of Education of the City of New York - Acting Director, Dr. Samuel D. McClelland; and Acting Assistant Director, Dr. George Forlano.

Second, to the Bureau for Education of Socially Maladjusted Children, Director Sidney I. Lipsyte.

And finally, with greatest appreciation, to the Administrative Staff and participants of the seventeen schools in which the project operated.

TABLE OF CONTENTS

		PAGE
	TABLE OF CONTENTS	i
	LIST OF TABLES	ii
	EXECUTIVE SUMMARY	iii-vi
I.	PROGRAM DESCRIPTION	1
II.	PROGRAM OBJECTIVES	3
III.	EVALUATION OBJECTIVES	5
IV.	METHODS AND PROCEDURES	7-10
	A. STUDENT DATA	7
	B. INTERVIEWS	8
V.	FINDINGS	10
	A. DESCRIPTIVE	10-37
	B. ALLOCATION OF TITLE I SUPPORT	13
	C. SERVICES MADE POSSIBLE THROUGH TITLE I FUNDS	14
	D. ROLE OF THE ASSISTANT-TO-PRINCIPAL	16
	E. CURRICULUM INNOVATION AND TEACHER TRAINING	16
	1. TYPES OF IN-SERVICE TRAINING	17
	2. CURRICULUM INNOVATIONS	18
	3. INSTRUCTIONAL MATERIALS	20
	F. GUIDANCE PERSONNEL	21
	G. LIBRARIAN	23
	H. HEALTH EDUCATION INSTRUCTORS	25
	I. FAMILY ASSISTANTS	26
	J. CULTURAL INVOLVEMENT	26
	K. REMEDIAL READING AND MATHEMATICS	26
	L. ACADEMIC ACHIEVEMENT	28
	M. ATTENDANCE	29
	N. PUPILS' ATTITUDES TOWARD SCHOOL	30
	O. PARENTS' OPINIONS	33-36
	1. CHILD'S AFFECTIVE ORIENTATION TOWARD SCHOOL	33
	2. SCHOOL AS A SUBJECT OF COMMUNICATION AT HOME	34
	3. IMPROVEMENT IN ACADEMIC WORK	34
	4. HOME VISITS BY SCHOOL PERSONNEL	34
	5. PARENT VISITS TO SCHOOL	35
	6. CHANGES IN BEHAVIOR AT HOME	36
	P. RETURN TO REGULAR CLASSES	36
	Q. BEHAVIORAL ADJUSTMENT	37
VI.	SUMMARY	37
	APPENDIX A: STUDENT SAMPLE N MATRIX	43

LIST OF TABLES

		PAGE
TABLE 1.	SUMMARY: REPORT OF SPECIAL SCHOOLS ON PUPIL ACCOUNTING - 1970-71	12
TABLE 2.	ALLOCATION OF SCHOOL STAFF SUPPORTED BY TITLE I FUNDS	13
TABLE 3.	PROGRAMS AND SERVICES DEPENDING TOTALLY OR IN-PART ON TITLE I SUPPORT (AS REPORTED BY PRINCIPALS)	15
TABLE 4.	FREQUENCY OF EXPOSURE TO CULTURAL CENTERS OR ACTIVITIES	26
TABLE 5.	STUDENTS' SCHOOL ADJUSTMENT AS PERCEIVED BY PARENTS	33
TABLE 6.	STUDENTS' AFFECTIVE ORIENTATION TOWARD SCHOOL AS PERCEIVED BY PARENTS	33
TABLE 7.	SCHOOL SUBJECTS IN WHICH PARENTS NOTED IMPROVEMENT	34
TABLE 8.	FREQUENCY AND SUBSTANCE OF HOME VISITS	35
TABLE 9.	PURPOSE AND FREQUENCE OF PARENT'S VISITS TO SCHOOL	35
TABLE 10.	PARENTS' REPORTS OF CHANGES IN CHILD'S BEHAVIOR AT HOME	36
FIG. 1.	STUDENT RESPONSES TO "MY SCHOOL" QUESTIONNAIRE	32

EXECUTIVE SUMMARY

IMPROVING INSTRUCTION AND SERVICES

IN SCHOOLS FOR SOCIALLY MALADJUSTED CHILDREN

1970-1971

The Title I program in Schools for Socially Maladjusted and Emotionally Disturbed Pupils (the "600 schools) is a federally supported enrichment program which provides library services, art, science, health education, remedial reading, remedial mathematics, instructional materials, curriculum improvement, in-service teacher training, and guidance services for 2,429 elementary and secondary students (May 28, 1971). No single program exists but rather different fund allocation patterns are noted over the 17 participating schools.

The evaluation was designed to collect data relevant to program objectives. These are contained in the final report. To conserve space only the "Findings" follow in an abbreviated form. However, these parallel the program and evaluation objectives.

Conducting the evaluation involved interviewing all Title I funded personnel and making on-site observations. Principals were interviewed in the Fall and Spring with principal reports and Central Administration serving as another data source. Achievement, attitudinal, and demographic data was obtained from a random sample of students (N = 510). A group of 50 parents was also interviewed to determine their perceptions of child's progress and orientation toward school.

The following is a list of conclusions based on data described in detail in the "Findings" section of this report. An attempt has been made to eliminate personal judgements as much as possible.

1. Title I funded services are generally a necessary part of the current program in the "600" schools. Professionals working in these schools view these funds as not "supplementary" but necessary for a program of this type.

2. The impact of the program on academic achievement is not as great as anticipated in the program objectives. Rather than 60% of the participants achieving a gain of a year or more in reading, on the average 33% achieved this amount of growth. An average reading retardation of 3 years 3 months and arithmetic retardation of 3 years exists among these students. Academic achievement is neither significantly correlated with attendance nor amount of time spent in the program. These data suggest a limited program impact on academic achievement.

3. Although field trips were mentioned by parents as one of the program elements discussed by children at home, the cultural involvement of students as measured by reported frequency of visits during the year to cultural centers appears limited. Libraries were visited most frequently with a mean of 3.6 visits, standard deviation 3.8. Data suggested less involvement by older than young children.

4. Although group guidance was mentioned as a program component in the proposal it was encountered infrequently. Case load sheets are not always kept by guidance personnel and changes in case load cannot be accurately assessed since there is no base line data available from "before" the program. To the extent that return rate to regular schools, as suggested by the program designers, is an index of guidance program impact the findings are positive. In contrast to a projected 150 students returning to regular classes during the year, 151 were noted. The same pattern exists for end-of-year transfers into vocational and academic high schools; projected N = 400, observed N = 404.

5. Student reponses to attitudinal scales were supportive of program objective #4 which centered on providing a therapeutic school environment. Students disclosed positive attitudes toward school personnel, relevance of school work, difficulty level of school work, and self-conceptions of progress resulting from the program were favorable. Evidence indicated that these impressions were formed early and correlated with neither achievement in academic areas nor school attendance.

6. On-site observations and interviews disclosed the presence of a functional teacher-training component with several different approaches being applied. A number of curriculum innovations were put into effect during the school year but these were not usually planned in the Fall. Detailed sketches of these activities are provided in the "Findings" section of this report.

7. The library program appeared to be an extremely important feature of the entire Title I program. This is due to the fact that the student population responds well to audio-visual and self-study materials that are part of the library program. The movement is toward the use of the library as a multi-media center with ancillary remedial services. Cultural enrichment materials, particularly those pertaining to minority or ethnic studies were observed. Deficiencies in physical plant and material acquisition procedures were mentioned by library teachers and the quality of the library program varied greatly across schools.

8. City facilities such as parks, pools, and recreation centers are not used extensively by Health Education instructors. Interviews disclosed that limited time periods for working with groups of students is prohibitive of the use of the facilities on a larger scale.

9. On-site observations, examinations of instructional materials, and interviews disclosed functional remedial programs in reading but little emphasis in arithmetic. The student population shows, however, academic retardation in both areas. A detailed description of remedial activities and materials is located in the "Findings" section.

10. Student attendance rates showed some improvement (about 5 school days) over last year's. The truancy rate remains high, however, with only an average of 32% of the students showing 10 or less unexcused absences for the year.

11. Parent interviews provided a favorable view of the program. Parents typically indicated: 1) satisfaction with child's adjustment to school; 2) children liked school experience; 3) school was a subject of communication at home; 4) children had improved in school work. Visits by school personnel to homes are rather infrequent with substantially more visits to school being engaged in by parents. Visits are more frequently for the purpose of problem resolution than information. About three-fourths of the parents noted improved behavior at home by the children over the course of the year. Principal reports showed an average of 61 per cent of the students in continuous enrollment since October, 1970 as making an acceptable behavioral adjustment.

RECOMMENDATIONS

The following represent opinions based on the general findings of the study. As such they are somewhat judgemental and should be considered interpretive.

1. The program should be re-cycled. It is apparent that the Title I supported component of the program for maladjusted pupils is basic rather than supplementary. The deletion of services made available to the program through Title I would seriously undermine it.

2. The effect of the program is felt primarily in the areas of student attitude, parent perceptions, and return to regular class. These are important program objectives which are perceived by the professionals in the schools as being of highest priority.

3. The enhancement of academic performance, although identified in the program proposal as being of high importance, shows no evidence of having been attained to the degree originally anticipated. A number of findings suggested limited academic impact.

   It is certain that there is professional disagreement concerning the relative importance of an academic achievement orientation in this type of program. There is, however, a great deal of variation in the ways the schools are going about the remediation of academic deficits. A careful examination should be made of these methods; communication among the participant schools could be improved, and some overall monitoring provided. Currently, the schools operate more as separate entities rather than as a cohesive "program."

4. Some dissatisfaction exists among personnel assigned to assistant-to-principal occupational roles who are being paid teachers' salaries. To insure good staff morale this situation might be looked into.

5. It is the opinion of the evaluators that some Title I funds should be earmarked for discretionary use by teachers in the program. Purchasing procedures do not always result in the appropriate materials being available when needed. A small supplementary fund given to each school which could be drawn on as instructional needs arise might be consdered.

I. PROGRAM DESCRIPTION*

The Title I program in Schools for Socially Maladjusted and Emotionally Disturbed Pupils involves seventeen day schools. These draw their enrollment from all of the schools in the boroughs of the city. Attendance is not restricted to children from any particular local school community.

The seventeen (17) "600" schools receiving additional Title I support served 3,903 students during the entire course of the 1970-71 school year, with a staff of 385 teachers. Among the 3,903 students who were registered at any time during the school year, 1,459 were continuously enrolled from October 1, 1970 through May 28, 1971. On May 28, 1971 the official student enrollment stood at 2,492. The student body is about 95 percent male.

The Title I program at the later elementary level (projected N=575) provides enriched library service, art, science, health education, and remedial reading and mathematics. The program also serves to reduce class size and the size of instructional groups. An important feature of the program is the placement of assistant principals in the schools for the purpose of curriculum development and teacher training.

The Federally Funded programs complement the regular school programs by supplementing the needs of the children in the various programs and services to be found in the schools. In the academic areas the Title I Program enriches. In the behavioral areas it provides additional guidance counselors and clinical staff for service with children who have emotional and behavioral problems that have necessitated their removal from the regular schools. In many cases, the additional supportive services and lowered class size have made it possible for children to be maintained in a school situation who otherwise would be institutionalized or medically exempted from school.

Since a majority of the children in the population served by the Special Day Schools belong to ethnic minorities, the Special Schools Program seeks to develop programs that point up integration activities. In addition, the Federally Funded programs serve to enrich culturally the children from ethnic minorities.

The Bureau of Libraries is currently strengthening the library program in the Special Schools. The emphasis upon library service is an attempt to upgrade the Language Arts Program as well as provide enrichment for children who are culturally deprived. The fact that Title I funds are providing the librarians for the Special Schools has made it possible for a more coordinated and meaningful program in all curriculum areas. It has also made it possible for the Library

* The material in this section was excerpted from the original Title I proposal.

Service to develop a program that meets the needs of the children. The Central Library Bureau of the Board of Education also provides in-service training for the librarian provided by Federal Funds.

The Bureau of Child Guidance of the New York City Board of Education provides part time supportive service in the Special Schools through the use of school social workers, school psychologists and school psychiatrists. Federal Funds supply clinicians to the Special Schools whose services are dispersed through a number of Special Schools. The Bureau of Child Guidance supervises these clinicians and they tie in closely with the total operation of the Bureau of Child Guidance.

The Bureau for Educational and Vocational Guidance of the New York City Board of Education provides the guidance services to the Special Schools. These counselors work closely with other guidance counselors in the Special Schools as well as with the guidance program currently functioning in all schools of the city.

The Bureau for Educational and Vocational Guidance trains and supervises the entire counseling staff in the Special Schools. A considerable number of the children in the Special Day Schools are known to guidance services, psychiatric hospitals, aftercare services, and adjustment and probation departments of the courts and the New York State Department of Social Welfare. The educational guidance and clinical staff of the Special Schools are continuously in contact with these agencies in the community.

The Assistant-to-Principals assigned for teacher-training and curriculum development serve to strengthen and upgrade the instructional program of the Special Schools. The unique needs of socially maladjusted and emotionally disturbed children necessitate that curriculum be adapted to the levels of functioning of these children and that teachers be trained. The Assistants-to-Principals seek out new techniques, new materials of instruction and new educational media. They plan with the teachers to adapt the techniques, methodology and educational media to the function levels of the children.

The program is the third recycling. During the first three years activities described above have been ongoing. However through the use of NDEA funds, textbooks and library funds, the Special Schools have been able to expand programs in language, arts, audio-visual aids, science and library activities. All this funding has made for an enriched program.

The project supplements the program provided by City Tax levy funds for socially maladjusted children by adding additional staff in the areas of administration, teacher-training, secretarial assistance, family assistance, library activities, as well as providing an enriched program in remediation in the skills and enrichment in art, music, science and health education.

In the course of the school year a very considerable number of social agencies, referral units, probation departments, guidance clinics, community agencies, hospitals, city departments and private agencies work with the Special Day Schools. The guidance counselor and clinical staff placed in the schools under Title I work with the social agencies, the referral units and the probation departments. Art, music and science teachers work with museums, art centers, and science centers for purposes of enrichment. Health education teachers arrange for use of city parks, pools and recreation centers. Academic teachers make use of special facilities in the city that will contribute to the educational program. The trip program is an integral part of the curriculum of the Special Day Schools because it promotes better understanding of the environment and takes the child from the inner-city to areas where he has had little first-hand experience.

In addition, at the secondary level (projected N=1636) teachers of Industrial Arts, Home Economics and Business Education are provided. These professionals help explore the interests, talents and aptitudes of the pupils and afford some degree of orientation for later employment.

II. PROGRAM OBJECTIVES

1. Raise the achievement levels in reading and mathematics by an intensive program in remediation. Small group instruction and limitation of class size will improve conditions of learning; it will also serve to strengthen motivation. There will be greater emphasis on individual attention. At the conclusion of the program more than 60% of the participants will achieve a gain of one year or more in reading and mathematics.

2. Provide educational enrichment to disadvantaged and culturally impoverished pupils. Special teachers in the areas of art, music, science, health education and library will be assigned. It is expected that a significant shift in interst and activities of a cultural nature will take place as a result of this aspect of the program. Trips to museums, cultural centers and libraries will be scheduled. Pupils will be encouraged to join the Public Library as a consequence of greater emphasis on library activities in the school. The school art program will lend impetus and motivation for trips to art galleries, etc. The music program will provide activities in both choral and instrumental music. Health education teachers will organize programs to bring about improved personal hygiene and provide models for the wholesome use of leisure time.

3. Provide an intensive guidance program by the utilization of guidance counselors who will work with pupils and parents to effect better school relationship and personal adjustment. It is expected that at least 150 pupils will be accepted into regular schools during the course of the school year and that 400 pupils will be transferred into academic and vocational high schools at the end of the year. Psychological, psychiatric, social and guidance services will serve as clinical teams in setting up criteria for return to regular schools. These teams also serve in the intake process.

4. To improve student's motivation toward school work. This will be done by providing a therapeutic school environment designed to engender greater motivation on the part of participating children leading toward their increased self-improvement and increased individual effort. Specifically, the program aims to enrich the lives of the children attending the special schools through supportive services, experiences, activities and relationships. This will improve their self-respect and make the program attractive enough to have sufficient holding power to keep them in school, reduce pupil hostility to authority figures and adults,and encourage attendance.

5. Institute a teacher-training program for teachers in special education by the assignment of Assistant Principals to develop and train teachers as well as to adapt and implement the curriculum. Assistant Principals assigned to teacher training will engage in activities such as:
   a) Visits to classrooms to observe teaching practice.
   b) Holding individual and small group conferences with teachers to discuss desirable teaching techniques.
   c) Aiding in planning for pupils to meet individual needs on all levels of maturity.
   d) Setting up demonstration lessons.
   e) Developing materials of instruction.
   f) Setting up evaluation programs to measure the effectiveness of teaching.
   g) Conducting after-school workshops in connection with teacher-training.
   h) Developing and adapting curriculum to meet the needs of pupils.

   Assistant Principals will also engage in activities related to curriculum development and implementation. This will include activities geared to strengthen and upgrade the instructional program of the Special Schools. This may be done by:
   a) Conferences with teachers to adopt the courses of study to the needs, interests, talents and abilities of pupils.
   b) Seek out new methodology, new materials of instructions and new educational media.

c) Plan with the teachers to adopt the techniques, methodology and educational media to the functional level of the pupils.
d) Implement the courses of study to meet the needs of pupils severely retarded in skill areas as well as to provide enrichment for the more advanced pupils.
e) Work with parents and community agencies so that all available resources may be utilized.
f) Work with supportive services of the school to raise self-image of pupils, effect a better school adjustment and develop positive school attitudes.

III. EVALUATION OBJECTIVES

In some cases the evaluation objectives differ slightly from program objectives articulated by the Administrators. This is because there are several difficulties associated with evaluating programs of this type. They include the following:

1. No single evaluation design can a priori reflect the results of the program effectively in all cases, since problems and emphasis differ from school to school. In addition, treatment approaches and philosophical orientations are diverse.

2. A high rate of student turn-over makes pre-post comparisons questionable, because students who are not so mobile are not necessarily representative of the student population served.

3. Programs do not represent "treatments" in the sense that there is really no beginning and no end which occurs at equal intervals for all. Some students have been exposed to the benefits of the supplementary support in previous years, while others have not. Some students enter during the school year and therefore end of year performance does not necessarily reflect total "treatment" for all members of a sample.

4. At the staff level there is not a "program" that can be so identified, since in many cases teachers are not aware that the salary lines for specific individuals stem from federal sources. In other words, there tends to be no real distinction made between Title I funded positions and those funded by city sources. Roles tend to be similar regardless of how funds are acquired.

5. Standard achievement tests are not appropriate for maladjusted students and do not reflect major program priorities, for example improved personal adjustment.

Evaluation objectives were drawn up with the intention of attempting to circumvent, as much as possible, the above problems.

1. EVALUATION OBJECTIVE ONE: The identification of services in each school made possible through Federal Funding will

be derived from interviews with the Principal or Assistant Principal.

2. EVALUATION OBJECTIVE TWO: The following procedures will be used to determine the effectiveness of services where the position or service mentioned both exists and is federally funded in the school.

A. Assistant Principal(s)

Extent and nature of curriculum adaptation will be assessed through interviews with assistant principals concerning instructional material, innovations they have introduced, and training techniques used.

B. Guidance Personnel

To determine whether guidance function has increased in proportion to added guidance personnel, caseload statistical sheets will be examined. Additional time spent with each client will be determined through examination of guidance reports in the event that case loads have not increased.

C. Librarian

To determine whether the Language Arts Program has been upgraded and whether cultural enrichment archives have been provided, library materials will be examined, on-site observations made and interviews held with the Librarian.

D. Health Education Instructor

Health Education instructors will be interviewed to determine whether they have arranged for the use of city parks, pools, and recreation centers.

E. Family Assistants

Family Assistants will be interviewed to determine the extent to which they strengthen binds between school and home.

F. Cultural Involvement

In those schools that have directed some of their resources toward producing heightened cultural involvement, a sample of students will be contacted to determine the kinds of "cultural" experiences they have had.

G. Remedial Reading and Mathematics Program

To determine whether remedial reading and mathematics program are effective tools in upgrading academic growth

of students, we will examine instructional material and make on site observations.

3. EVALUATION OBJECTIVE THREE: To determine academic growth of students. Two types of data are relevant.

   A. Principal reports submitted to the Central Administration will be used as a measure of academic growth. Essentially, the question that is answered by this data is the proportion of students showing one year's growth in various academic areas.

   B. This data will be supplemented by standard achievement data collected in late spring, so as to provide descriptive information as to actual performance levels for various age groups.

4. EVALUATION OBJECTIVE FOUR: To determine impact of school in attendance, 1969-70 and 1970-71 attendance rates will be compared for members of student sample.

5. EVALUATION OBJECTIVE FIVE: Pupils' attitudes towards school will be assessed through the use of the questionnaire: "My School."

6. EVALUATION OBJECTIVE SIX: A sample of parents will be interviewed to determine changes in behavior of their children and quality of home-school relations.

7. EVALUATION OBJECTIVE SEVEN: Rate of return to regular public schools will be determined through examination of school record data.

8. EVALUATION OFJECTIVE EIGHT: If the school effectively meets its goals there should be a decrease in socially undesirable behavior. This will be ascertained through data obtained from school principals.

IV. METHODS AND PROCEDURES

A. STUDENT DATA

A sample of 30 students per school (N=510) was selected at random. On these subjects basic data was collected from school records. Included were:

1. Sex
2. School
3. Grade placement
4. Chronological age
5. Number of months in the program
6. Next year's placement
7. Absences this year
8. Absences last year

9. Standard reading score - Metropolitan-School Administered
10. Standard arithmetic score - Metropolitan-School Administered
11. Responses to "My School" attitudinal scale
12. Number of visits during past year to library, art galleries, museums, science centers, and plays

The attitude scale was administered by school personnel during May. Attendance data included the days through May 28, 1971. In some cases data was not available from school records and therefore the N varies somewhat. Appendix A shows an N matrix for the major variables. Means, standard deviations and inter-correlations were calculated on the data.

Data on student progress and other demographic information on the schools was taken from principals' "Report of Special Schools on Pupil Accounting." The following data was obtained from that source:

1. # of students on register May 28, 1971
2. # of students continuously on register since October, 1970.
3. % of continuously enrolled students making 1 or more year's reading growth
4. % of continuously enrolled students making ½ - 1 year reading growth
5. % of continuously enrolled showing 10 or less unexcused absences
6. % of continuously enrolled making acceptable behavioral adjustment

Data from the same source was used to calculate several indices:

1. Index of student turn-over
2. Index of student stability
3. Teacher-pupil ratio
4. Regular school return rate

B. INTERVIEWS

All principals were interviewed in the Fall and the Spring in addition to all staff members funded through Title I. Structured interviews were used to obtain information pertaining to the program objectives (see Table 2 "Findings" for Title I staffing pattern)

1. Principals - Interviewed in Fall to determine:

    a. Training in special education
    b. Number of federally funded positions in school
    c. Size of school
    d. Impressions of last year's program
    e. Impression of last year's evaluation
    f. Major dimensions of his work
    g. Innovations planned for the year
    h. Source of innovative ideas

Interviews in the Spring were to determine:
a. Major curriculum changes introduced
b. New Instructional materials put into use
c. Training program (in-service) for teachers
d. Teacher supervision procedures
e. Provisions for demonstration teaching
f. Activities and programs dependent upon Title I funds

2. Parents - From the student sample a random sample of 50 names were drawn. Only those with telephones were retained. Families with no phones were replaced until a final N of 50 resulted. Parents were then contacted by phone and a structured interview was used to determine:
   a. Perception of child's progress in school
   b. Perception of child's affective orientation towards school
   c. Degree to which school is a subject of conversation at home
   d. Perception of child's academic and behavioral improvement
   e. Frequency of home visits by school personnel
   f. Frequency of visits to school by parent

3. Assistant-to-Principals - Interviews were conducted in the Spring to determine role requirements of position, training activities, impressions of the program, and material on curriculum innovation and instructional materials.

4. Librarian - Teachers - Interviews and on-site observations were used to determine:
   a. Role of the librarian in the Language Arts program
   b. How the library is helping provide cultural enrichment
   c. Improvements that have been made in the Language Arts program
   d. Ideas about how to improve the library program
   e. Number of students using the library each week
   f. Presence of "cultural enrichment material" or newly acquired material

5. Guidance Personnel - Interviews were held and case load sheets examined to determine:
   a. Common student problems dealt with
   b. Changes in case load since advent of Title I funding
   c. Average time spent with clients
   d. Provisions for student follow-up
   e. Use of group guidance sessions
   f. Basis on which group guidance is organized

6. Family Assistants - None were interviewed because of late hiring in this job category.

7. Remedial Reading and Mathematics Teachers - Interviews were held and materials were examined to determine:
   a. Existence of programs
   b. % of students receiving service
   c. Average time spent with each student
   d. Major instructional materials used

8. Health Education Teachers - Interviews were held to determine:
   a. City facilities used in conducting programs
   b. Use of recreational facilities outside of school by classes
   c. Frequency of use of outside facilities
   d. Problems relating to use of outside facilities
   e. Perceptions of program areas needing improvement

V. FINDINGS

A. DESCRIPTIVE

An average of 229.6 individual pupils were reported as having been on the registers of these 17 schools at any time between June 1, 1970 and May 28, 1971. In effect this is the average number of students per school who were registered throughout the year. A standard deviation of 83.6 indicates wide differences among the schools.

Many of these students were no longer on the registers on May 28, 1971. The average per-school students-on-register in May was 146.6 with a standard deviation of 46.4. These schools were instructing from 73 to 243 students on that date. An index of student turn-over is the total number of students listed on the register at any time between June 1, 1970 and May 28, 1971 divided by the number reported on the register at the later date. Table 1 shows an average index of student turn-over (column 1) of 1.56, a standard deviation of .28, and a range from 1.26 to 2.13. An index of 1.00 would indicate a student turn-over rate of zero while an index of 2.00 would represent the equivalent of a total turn-over of population.

This index could be misleading, however, if a highly stable core of students existed within the schools surrounded by mobile students. Therefore it is necessary to supplement this index of student turn-over by an index of student stability. The latter is defined as the percentage of students on the May register who had been continuously registered at the schools since October. The average index of student stability was .60 with a standard deviation of .18. Interpreting the standard deviation results in the statement that about 70 per cent of the schools show stability rates from .41 to .77.

Student mobility may be a function of both voluntary mobility of families and the transfer of students in and out of the schools to other educational or therapeutic facilities. A per-school average of 8.88 students were returned to regular N. Y. City schools with a standard deviation of 10.47.

In contrast, an average of 39.10 students per school were transferred or discharged to a variety of placements other than public, private, or parochial regular classes. These included: 1) training schools; 2) other special schools; 3) "400" schools; 4) discharged because of over 17 years; 5) returned to custodial facility; 6) exempted from instruction by B. C. G.; 7) discharged to Home Instruction; 8) discharged as "not found" by Attendance Bureau. An average of 7.41 students per school were discharged to an out-of-town address.

The schools were staffed by a per-school average of 22.65 teachers with a SD of 4.21. About 70% of the schools had between 18 and 27 teachers. The ratio of regular to substitute teachers was on the average three to one. Only a moderate correlation ($r = .56$ $\alpha = .05$) was noted between school size, as measured by the number of students on the May register, and size of teaching staff. A fair degree of variability was noted in student/teacher ratios (see Table 1). Typically there were 6.50 students per teacher. However, a range from 4.52 to 11.05 was noted. This is not considered an index of class size because a number of the teachers are working in specialized areas such as library or health.

Table 1 SUMMARY: REPORT OF SPECIAL SCHOOLS ON PUPIL ACCOUNTING - 1970-71

School	A. # of pupils on register May 28, 1971	B. # of pupils on register now who were since October 1970	C. B ÷ A	Variable D. % of B making 1 or more year reading growth	E. % of B making ½ - 1 year reading growth	F. % of B in the 10 or less unexcused absences	G. % of B making acceptable behavioral adjustment	H. Regular School Return Rate % of A	I. Pupil Turn-over Rate A ÷ B	J. Teacher Pupil Ratio
1	125	24	.19	.83	.17	.83	.92	.40	1.98	5.21
2	83	59	.71	.42	.20	.32	.72	.23	1.46	5.53
3	73	40	.55	.30	.40	.13	.82	.26	1.49	5.21
4	156	104	.67	.33	.27	.41	.48	.22	1.30	7.43
5	153	145	.95	.19	.24	.35	.85	.16	1.32	6.37
6	169	100	.59	.34	.21	.20	.82	.27	1.35	6.25
7	135	80	.59	.40	.30	.15	.53	.19	1.37	6.42
8	164	129	.78	.18	.32	.37	.61	.20	1.34	5.65
9	243	96	.39	.31	.22	.02	.41	.13	1.69	11.05
10	151	117	.77	.47	.41	.87	.82	.25	1.43	7.19
11	134	81	.60	.25	.36	.20	.48	.30	1.61	6.38
12	239	141	.59	.23	.17	.36	.52	.28	1.46	7.96
13	113	87	.77	.14	.15	.26	.62	.33	1.26	4.52
14	110	60	.55	.30	.03	.17	.46	.25	2.13	5.24
15	117	70	.60	.49	.24	.05	.40	.16	2.03	6.50
16	121	58	.48	.21	.35	.43	.33	.22	1.45	4.65
17	206	68	.33	.29	.38	.37	.53	.24	1.96	8.96
Average	146.6	85.8	.58	.33	.26	.32	.61	.24	1.56	6.50
SD	47.8	34.2	.20	.16	.10	.23	.18	.07	.28	1.66

B. ALLOCATION OF TITLE I SUPPORT

Schools receiving additional financial support through Title I typically have either an Assistant-to-Principal or Principal responsible for school programs relating to these Funds. The training of the supervisory personnel is as follows: doctorate(2); master's degree (8); bachelor's degree (7). Among the 17 schools a total of 95 2/5 staff members were reimbursed through Title I funds. These roles were distributed among the schools as shown in Table 2.

Table 2 ALLOCATION OF SCHOOL STAFF SUPPORTED BY TITLE I FUNDS

School	Family Assistants	Teachers	Librarians	A. P.	Guidance	Secys.
1		3	1	2		1
2		2				
3		4				
4		2		1		
5		6				
6		7	1	1		1
7		5			1	1
8			1	2	2	2/5
9		4				
10		6		2	1	1
11	1	5	1	1	1	
12		4		2	1	1
13			1	1	1	
14		5				
15		1				
16		4	1	2	1	
17		2		1		
TOTAL	1	60	6	15	8	5-2/5

Of a total of 385 teachers involved in the instructional program in the 17 schools, approximately 18 percent are supported through Title I. This figure is based on principals' year's-end reports and includes librarians and guidance counselors.

An important fact pertaining to the Title I support is that in many cases one cannot identify a particular teacher as being "the Title I teacher." The nature of the program is such that the supported staff lines become absorbed into the total program. For this reason it is difficult to evaluate the effect of Title I funds per se because the roles and services thus supported become a part of the entire school milieu. In other words it is extremely difficult to separate the effect of the Title I funds from the effects of program components funded through other sources.

It is apparent from the data in Table 2 that there is a great deal of variability among schools. While nearly all of the schools participating in the program show teacher salary line resulting from it, only one school shows the presence of a family assistant salary line from that source. Second in frequency was the acquisition of an assistant-to-principal through federal funds. This data reflects the heterogeneity of needs of the different schools.

C. SERVICES MADE POSSIBLE THROUGH TITLE I FUNDS

The first major evaluation objective was to determine exactly what services and programs were dependent upon Title I funds. This is a very important question because of the very great diversity among the 17 schools that are involved in this program of aid. Differential resource allocation patterns are apparent along with great latitude in the ways in which this support is used to enrich an individual school's program. Therefore, during the final interview with the principal of each school the question was asked: "What specific programs and services would be impossible to provide if it were not for Title I Federal funding?"

Responses to this question were varied but reflected certain major themes. First, the division of administrative responsibilities which resulted from the presence of an Assistant-to-Principal (more than one in some cases) is dependent upon this support program. Although specific role requirements varied from school to school these funds made it possible to focus responsibility for improvement of instruction, teacher in-service training and supervision. All of the 17 principals stated that this division of administrative responsibility was dependent upon Title I funds. Without these monies, routine administrative pressures would reduce the possibility for a major emphasis on improvement of instruction.

Second, several forms of individualization of instruction are seen as dependent upon this supplementary support. Primary in mention was the guidance program which would be seriously reduced or eliminated altogether without the Title I program. Nine principals mentioned the expanded guidance function as a necessary and important component of the instructional program. Included in the concept of individualized instruction is a reduced teacher-pupil ratio which seven principals cited as being made possible through this support program. A number of other forms of individualization of instructional program were mentioned and included: multi-media laboratory, College Bound program, remedial and developmental reading, tutor program, follow-up on graduates, learning clinic, teacher aids, and advanced mathematics.

Third, educational programs or curriculum components which go beyond "basics" are in many cases dependent upon Table I support. Among the more important of these are curricular areas

which do not necessarily apply to all students, but which permit individual interest and aptitudes to be developed, are: music, art, secretarial training, photography, shop, science and the library program. The library program was identified by 10 principals as being an important component of the Title I supplement.

A fourth area of program support is school-community relations. Here, an attempt is made to increase the rapport between school personnel and the family and to extend the limits of the school beyond their physical bounds and into the community. Family workers, teacher aids, and field trips are included in this category. In addition, field, trips serve the educational objective of providing "cultural enrichment" for the entire school population.

It is important to be aware that these so-called "extra" or supplementary services are not perceived in that light by the professionals in the schools. These services are viewed as a necessary part of an effective program for socially maladjusted children and without them the school programs would be extremely skeletal.

Table 3 PROGRAMS AND SERVICES DEPENDING TOTALLY OR IN-PART ON TITLE I SUPPORT (AS REPORTED BY PRINCIPALS)

PROGRAM	FREQUENCY OF MENTION
Library	10
Guidance	9
Assistant-to-Principals	9
Decreased Teacher-Pupil Ratio	7
Remedial and Developmental Reading	4
Music	3
Teacher Training	3
Family Workers	3
School Secretary	3
Art	2
Field Trips	2
Teacher-aids	2
Equipment & Supplies	2
Multi-Media Laboratory	1
College Bound Program	1
Secretarial Training	1
Science	1
Photography	1
Tutor Program	1
Follow-up Graduates	1
Cluster Teacher Program	1
Learning Clinic	1
Advanced Math	1
Attendance Work	1
Testing Program	1

D. ROLE OF THE ASSISTANT-TO-PRINCIPAL

In the proposal submitted to acquire Title I funds for the program from the federal government it was suggested that the additional funds would enable expansion of the Assistant-to-Principal or Principal role to include greater instructional supervision, demonstration, and curriculum innovation. In fact, one of the stated objectives was to provide for better direction of teaching activities at the classroom level. Therefore, the respondents were asked to indicate both the nature of their daily work and what they saw as their most important function.

The following represents an accumulation of responses by Principals and Assistant-to-Principals to that line of questioning. It should be noted as per Table 2 that this role exists through federal funds in only ten of the schools.

1. Supervision of teacher training and curriculum through group conferences.
2. Evaluation of new educational materials.
3. To provide a balance between the practical and the possible and to encourage "freedom" for the teachers in terms of trying new techniques.
4. Development of guidelines for teaching Puerto-Rican History and Culture and Afro-American History and Culture.
5. Maximizing use of school and community facilities through referrals.
6. Promoting good interpersonal relations among staff and students, i.e., the creation of a "therapeutic milieu," or "creation of an atmosphere."
7. Help teachers develop psychological insight.
8. Observe teachers.
9. Public relations with visitors and parents and helping "change the image" of "600" schools.
10. Reconciling difficulties involving students, as a last resort.

It is clear that there is little consensus regarding the chief duties of the Assistant-to-Principal role. While in some schools a carefully drawn up list of duties and time allotments for the "AP's" in the area of pedagogy exists, in others these tasks are loosely identified and may fall within the responsibility of more than a single person. Again the information available to us suggests a great diversity among these schools that are receiving Title I support. As a consequence many different approaches are taken to improving instruction with little overall consensus.

E. CURRICULUM INNOVATIONS AND TEACHER TRAINING

A second objective of the evaluation was to determine the effectiveness of services where the position or service mentioned both exists and is federally funded in the School.

It was previously noted that one of the important features of the program was that it enabled administrators to divide responsibilities in such a way that curriculum and instruction could be closely monitored and that demonstration teaching could be provided. Instructional innovation was also an objective of the program.

1. TYPES OF IN-SERVICE TRAINING

A number of training devices are used with both experienced and inexperienced teachers beginning before the opening of formal classes in the Fall and continuing through the school year. Although there are again differences between the 17 schools they tended to be more in terms of emphasis than content.

Generally new teachers are given an opportunity to acquire basic skills associated with working with the maladjusted. Prior to the opening of classes training sessions are held which involve new teachers. The purpose of these sessions is to acquaint the teachers with the philosophy and goals of the school program. Subsequent to this, new teachers may plan lessons with Assistant-to-Principals responsible for curriculum and instruction. These initial lessons are observed and,if it is concluded that the teacher can handle the teaching situation,he or she takes full responsibility for the class. This technique was mentioned in interviews in three of the 17 schools.

Classroom management techniques, particularly as they pertain to control in the classroom and mobility within the building,were demonstrated to new teachers by Principals and Assistant-to-Principals in four of the schools. In one school, the technique of pairing experienced and inexperienced teachers is used as much as possible to ease management problems that may be encountered by the new teacher.

The majority of the schools provide opportunities for new teachers to observe experienced teachers in both teaching and managing activities. And the use of demonstration teaching as a training device was a common practice. In 16 of the 17 schools demonstration teaching was conducted by principals, assistant-to-principals or both.

Formal arrangements for in-service training involve both individual and group conferences. Among the more common are workshops, staffings, and grade conferences. In the instance where the workshop was used as a training device, an open format was followed which permitted teachers to bring up any issue of concern to them pertaining to teaching. Staffings typically focused upon the management

of disruptive behavior and included psychologists, psychiatrists, and social workers from time to time. To supplement group sessions individual meetings with guidance personnel and social workers are arranged for new teachers. In these sessions the emphasis is on understanding and modifying the behavior of the maladjusted child. Aid in planning and material acquisition occurs through individual conferences with Assistant-to-Principals and Principals and is also supplemented by grade conferences. The substance of the latter, however, is frequently routine matters regarding the functioning of the school or providing for continuity within the academic program. Responses by supervisory and curriculum personnel stressed the need for creating an "atmosphere" in the school which encourages creativity and innovation. Suggestions are perceived as requiring a non-critical or non-threatening presentation. Although formal observations and formal suggestions are made in some of these schools, two Assistant-to-Principals felt that their effectiveness was limited because teachers were not required to accept direct supervision, a clause stemming from a U.F.T. contract.

2. CURRICULUM INNOVATIONS

In the Fall, supervisory personnel were asked to identify any innovations that they might be planning to introduce during the school year. In ten of the 17 schools some idea had been formulated which was to be put into practice. Since this is a re-cycling project, most of the schools had programs of a continuing nature which could be considered innovative. This was true for the majority of schools where no special planned innovations were stated. The following is a list describing the types of innovations that were projected in the Fall:

*1. Taxonomic Instruction Project in cooperation with Columbia University.
*2. Tutoring teams composed of Teacher Corps interns
*3. Expansion of Pupil Personnel teams which included child guidance personnel and family assistants.
4. Group guidance
5. Perscriptive teaching
6. Out-of-school vocational training with some monetary compensation for students.
*7. Skills Center
*8. Business Practices class with business machines
9. Mathematics Laboratory
*10. Homogeneous grouping
11. Reading Laboratory
12. Workshop with parents
*13. Corrective mathematics
14. After-school sports

An asterisk before entries on the above list identifies innovations that were mentioned in the interview at the end of the year. One-half of the planned innovations were disclosed as having been adopted.

While in only ten of the 17 cases plans for innovation were identified in the Fall, all schools had produced innovations in curriculum or programs by Spring. Of the 24 innovations described in the Spring interviews, only one-fourth reflected ideas that had been formulated in the Fall. Apparently innovations are more likely to be a product of felt needs and professional interactions that occur throughout the year than the implementation of an idea formulated well in advance by the Principals and Assistant-to-Principals. The following is a descriptive list of innovations which were actually put into practice:

1. Taxonomic Instruction Project
2. Tutoring teams composed of Teacher Corps interns.
3. Expansion of Pupil Personnel teams
4. Skill Center
5. Business practices class with business machines
6. Homogeneous grouping
7. Corrective mathematics
8. Departmentalization of grades in English, social studies, mathematics, and science.
9. Family Living program
10. Puppet plays concerning drugs
11. Film production
12. Students acting as tutors with tutors treated as professionals.
13. Behavior modification
14. Pre-college preparatory classes
15. High school return classes with regular H.S. curriculum
16. Rest and Relaxation program including the planting of suggestions for behavior change through records
17. Crash program in mathematics for students returning to regular high schools.
18. A new course in humanities
19. The printing and publication of creative writing
20. "Rap" sessions
21. Special remedial reading and mathematics program
22. Entrance testing
23. Learning Clinic with extensive diagnosis and remedial work
24. Ethnic studies core

In only one case did we find an innovation appearing in more than a single school. That was the Skills Center which was established in two separate schools. Uncertainty surrounds the question of exactly how much cross-fertilization occurs between the schools as well as the process through which these innovations are both formulated and evaluated. As far as evaluation is concerned it appears that the process is informal. Only in two schools was it reported that the ideas for innovation resulted from being aware of or observing the practice in another of the "600" schools.

3. INSTRUCTIONAL MATERIALS

Interviews with Principals and Assistant-to-Principals disclosed that a limited number of new instructional materials had been acquired during the year. The majority of the professionals stated that they relied heavily on home-made teaching materials. Commercial materials that had been purchased varied from school to school and displayed no pattern. A frequent criticism expressed by teachers was the lack of materials that were relevant to the needs of the students. In some schools entire programs emerged out of the fortuitous presence of a particular material or equipment. Complaints concerning the lack of materials did not involve merely supplementary materials or various educational gadgets but frequently alluded to insufficient numbers of basic textbooks, writing material, common school supplies and the inappropriateness of available textbooks.

NEW INSTRUCTIONAL MATERIALS
8 mm film loops
overhead projector
controlled reader
"Language-master"
typewriter
tape recorder
school newspapers
film strips and records on drug abuse
outline unit on Puerto Rico
Black studies materials compiled
Linguistic refresher books
paper-back books
electric ruler
fractional ruler
open-end abacus
dowel abacus for decimals
computing abacus
place value box
base 10 pegboard
clock face with "time telling" tabs
shuffle board number game

"shake-it" box for arithmetic combinations
language arts kit
balance for arithmetic operations
self-checking worksheets - electric
programmed math series
independent learning texts
SRA reading laboratory
Spanish language tapes
opaque projector
new math series
programmed readers
shop equipment
T.V.
cash register
adding machine
science transparencies
ethnic books
Palo Alto reading approach
math computers

F. GUIDANCE PERSONNEL

Case load statistical sheets and guidance reports were examined along with interview data to determine types of problems encountered, changes in case load, time spent per client, provisions for student follow-up, and use of group counseling

The following is an outline of the responsibilities of a typical Title I guidance counselor in the "600" schools.

1. Individual Counseling
   a. Systematic Individual Counseling
   b. Unscheduled Individual Counseling
   c. Orientation Interviews (of new pupils)
   d. Intake Interviews with Parents of New Pupils
   e. Other interviews with Parents
   f. Vocational Counseling
2. Group Guidance
   a. Coordination of the Group Guidance Program in the school
   b. Group Counseling - Group counseling of the experimental on a regular weekly basis
   c. Group Guidance Materials - Procurement, distribution, etc. of group guidance materials and lesson plans
3. Miscellaneous Activities
   a. Vocational Counseling
   b. Maintenance of agency contacts
   c. Preparation of all reports requested by the courts, Dept. of Welfare and other agencies on present and former pupils
   d. Maintenance of contacts with the various agencies through personal interviews, telephone, etc.

e. Testing
    1. Coordination of the School-Wide Testing Program
    2. Interpretation and administration of psychological tests, etc.

4. Liaison Activities
    a. With the administration - consultations on pupil placement, individual problems, etc.
    b. With teachers - Consultations
    c. With various social agencies
    d. With BCG personnel assigned to the school
    e. With medical personnel

One of the original program objectives concerned the use of group guidance sessions as a special approach to the problems of the socially maladjusted. Interviews and observations, however, suggest that this is in no sense a universally applied technique. Less than one-half of the guidance personnel stated that they were using this technique. And when this technique was used its focus varied from school to school. In one case the guidance counselor stated that about once a month he talked to each class concerning lateness and attendance. The opinion that the technique is not very effective with this student population was also expressed. "Rap sessions" were posed as a feasible alternative. Whatever distinction exists between these two forms was not made clear. Some stated that they lacked time for conducting activities of this type.

Where group guidance did occur, the following kinds of problems were the focus:
1. Preparing students for return to regular classes
2. Orientation (continuous) of new students to the school
3. Drug abuse

Sessions of this type are generally held either once a week or once every two weeks. Selection of participants is made through staff conferences with teachers who recommend students for this type of help. Sessions are then organized according to similarity of problem.

Case load sheets were available from less than one-half of the guidance personnel. Therefore, this was not a good source of evidence concerning increase or decrease in case load. To supplement this counselors were asked to indicate whether their case load had increased or decreased since Title I funds became available. It was then disclosed that the effect of Title I support on case load could not be evaluated since all of the guidance counselors interviewed had always been paid through Title I funds and furthermore did not know when it all began, leaving no basis for comparison.

The major activity of the guidance counselor in the "600" schools appears to be individual counseling. About 30 minutes per client is spent on the average but this varies greatly

according to the type of problem. The following is a list of problems commonly dealt with in individual sessions:

1. Peer relations
2. Family problems
3. Learning to accept directions and criticism
4. Crisis intervention
5. Admission interviews (parents & students)
6. Truancy
7. Aggressive behavior - acting-out
8. Adjusting to regular class
9. Vocational counselling
10. Learning problems
11. Neighborhood problems (drugs, theft)

G. LIBRARIAN

In order to determine whether the language arts program had been upgraded and whether cultural enrichment archives had been provided, on site observations, examination of library materials, and interviews were conducted.

The first question concerns the role of the librarian in the language arts program. A composite sketch follows in which the common functions are listed:

1. Providing material that will supplement regular classroom work.
2. Ordering books - - - this may include books for entire school as well as textbooks for classes
3. Teaching library skills
4. Helping students find information related to assignments
5. Remedial reading instruction (only in a few schools)
6. Reading stories aloud to younger children
7. Helping students discover their interests by showing them various types of topical material (e.g. folklore, biography, etc.)
8. Suggesting materials to teachers that might be compatible with their area of instruction
9. Assigning and evaluating book reports and various forms of creative writing
10. Providing materials that are geared to the student's interest - - these include various popular magazines and newspapers
11. Encouraging the use of audio-visual materials (records, filmstrips, tapes, etc.) that are housed in the library. In some cases science materials and typewriters are housed in the library.

There is a good deal of variation from school to school but typically in terms of whether or not and to what degree the Librarian is involved in direct instruction.

The second question posed was, "How is the Library involved in helping provide 'cultural enrichment' for the children of the school?" Of course a major portion of the previously listed occupational role activities are aimed at providing cultural enrichment. In addition to these, the following were noted:

1. Making materials available which reflect ethnic or national pride
2. Emphasizing biographic material on successful minority group members
3. Exposing students to contemporary material in the form of paper backs
4. Filmaking descriptive of the lives of students in their neighborhood (one case)
5. Offering materials concerning Black history and Puerto Rican culture
6. Constructing topical displays

A number of innovations were noted whose purpose was to improve the total language program. These included:

1. Dividing the entire school into reading groups for one period a day
2. Encouraging expression in the form of poetry
3. Using controlled reading machines, tape recorders and SRA laboratories
4. Developing special reading and illustrations appropriate to age and interests of students
5. Creation of assembly programs by individual classes
6. School newspaper with student articles
7. Unit on figures from folklore
8. Academic laboratory which is attended on a voluntary basis

Typically, one-half to three-fourths of the school population checked out materials from the library each week. This amounted to a total of approximately 730 students across the nine schools.

Another question concerned the development of cultural enrichment archives, an objective of the proposed program. In five of the nine schools nothing specifically labelled a cultural enrichment archive existed. Three Librarians disclosed that no new materials were purchased during the school year and that Title I monies were not made available for this purpose. Adequate cultural archives existed in the remainder of the schools.

A number of suggestions were made by the librarian-teachers which they felt would result in an improved program. The following is a list of the major suggestions:

1. Records, film strips, and tapes were available but no instruments for playing or showing them (one school)

2. Provide an assistant librarian so that librarian could work with more students individually.
3. Increase room size and provide individual study cubicles.
4. Increase the supply of audio-visual material, particularly 8mm. self-contained units so that films could be shown while others read.
5. Provide more funds for the acquisition of books.
6. Insufficient electrical outlets in some rooms considering the increasing use of AV materials.
7. Move more toward concept of Library as a multi-media center.
8. In some schools room fixtures such as shades and lighting are poor (2 cases.)
9. In some cases libraries are sent books marked ESEA which are irrelevant to the needs of the socially maladjusted such as the Art of the Etruscans. A greater role in the selection of books is needed in some cases.

If one were forced to decide what is the most general need it would probably relate to the use of the library as a multi-media center. The reasoning is that the socially maladjusted show both academic and motivational problems such that conventional materials are not wholly appropriate. Apparently it is felt that audio-visual methods both stimulate interest and provide content instruction.

H. HEALTH EDUCATION INSTRUCTORS

The health education instructors were identified who were supported through Title I funds. These personnel were interviewed to determine the extent to which they used city facilities such as parks, pool and recreation centers as part of their instructional program. They were also asked to describe any problem pertaining to the use of city facilities and to make any recommendations they felt were relevant to getting more educational and recreational use out of these facilities.

Health education instructors were varied in their use of city facilities as part of their program. In those cases where city facilities were not used, teachers claimed there was insufficient time to take classes on trips because the health education instruction only lasted one period. One instructor estimated that he used city facilities 25 times per year. Field trips to pools and city sponsored activities were mentioned along with track meets, softball tournaments and other athletic activities involving travel to various sites.

No major problems were noted regarding using city facilities with the exception of the limited amount of time available for health

education instruction which tended to prohibit the use of trips as an educational device. A feeling that the city should offer more city-wide activities such as swimming and track meets in which the "600" school students could participate was also encountered.

I. FAMILY ASSISTANTS

One of the objectives of the program described in the application for Title I funds was to "strengthen bonds between school and home" through family assistants. Table 2 shows that in only one school were Title I funds used to acquire the services of a family assistant. This person was hired late in the year, however, and therefore this dimension of the program was not subjected to evaluation.

J. CULTURAL INVOLVEMENT

Student questionnaire data was used to determine cultural involvement. Frequency of visits during the last year to the following places was used as an index: library, art galleries, museums, science centers, and plays. Table 4 summarizes these results and shows a rather limited cultural involvement by these students.

Table 4 FREQUENCY OF EXPOSURE TO CULTURAL CENTERS OR ACTIVITIES (N=470)

Cultural Activity	$\bar{X}$ (Exposure)	SD
Library	3.6	3.8
Art Galleries	.7	1.6
Museums	1.8	2.4
Science Centers	.7	1.4
Plays	1.5	2.3

Neither arithmetic nor reading achievement showed a significant correlation with exposure to cultural centers and activities. Also, length of time enrolled in the program was not correlated with frequency of exposure to cultural centers or activities. A negative correlation was noted between age and frequency of exposure (r age x museums = -.21; r age x science centers = -.13; r age x plays = -.13). All of these correlations were statistically significant at the .05 level or better and suggest a tendency toward less involvement by older students.

K. REMEDIAL READING AND MATHEMATICS

To determine whether remedial reading and mathematics programs were effective on site observations were made, materials examined and teachers interviewed. Seven of the seventeen schools were

remedial reading and/or mathematics programs through Title I funds.

The first question concerned the number of students receiving services of this type. Typically, about one-third of the student body receives this type of supportive service although in one case it was noted that three-fourths of the student population were participants.

Several kinds of activities are common to the role of remedial teacher:

1. Individual reading instruction for seriously retarded readers (or arithmetic)
2. Daily group reading (or arithmetic) instruction
3. Ordering of library books, textbooks, workbooks, paperbacks, magazines and newspapers
4. Testing of students entering the program and on whom test information is unavailable
5. Planning and inventoring class libraries to insure appropriateness of books to student needs
6. Miscellaneous clerical and administrative responsibilities

The amount of time spent with each student varies from school to school. Usually a student will meet with the remedial teacher twice a week for about 45 minutes per session. The greatest frequency noted was a daily meeting of 35 minutes in length.

The following is a list of materials that these teachers frequently use in the conduct of their remedial program:

1. SRA Reading Laboratory
2. Charles Merrill Diagnostic Reading Books
3. Library books
4. Reader's Digest Skill Builders
5. Sullivan Reading Series
6. Time for Phonics Series
7. Palo Alto Series
8. Film Strips
9. Reading Games
10. Sullivan Programmed Reading for Adults
11. Flash cards and word wheels
12. Newspapers and magazines
13. Continental Press Materials (Rexograph)
14. Programmed Mathematics materials
15. Adventures in Arithmetic Workbooks

Not all of the above materials are to be found with any single teacher and the adequacy of materials held by individual teachers range from excellent to minimal. It was quite apparent that the emphasis is on remedial reading rather than arithmetic service only one of the schools reported a remedial arithmetic program supported by Title I funds.

L. ACADEMIC ACHIEVEMENT

On the average, 33 percent (SD = .16) of the students continuously enrolled on the program from October 1, 1970 ghrough May 28, 1971 made one year or more growth in reading. Making between one-half and one year's growth in reading were 26 percent of the continuously enrolled students (SD = .10). The data in Table 1 (columns E and F) represents growth figures for each of the 17 schools. Wide differences are noted among the schools. Proportions making one year or more reading growth were as low as .14 and as high as.83. In one school apparently all of the students make at least a ½ year progress in reading. In another, only 29 percent record ½ year's growth or more.

Data derived from the sample discloses the following. The average reading grade equivalent was 4.32, SD = 1.86; and for arithmetic 4.55, SD = 1.38. In contrast, the average grade placement for this group was 7.6, SD = 2.3. An average retardation of approximately 3 years 3 months in reading exists along with a retardation of about 3 years in arithmetic. An extremely low but statistically significant correlation (r = .23 alpha = .001) was noted between grade placement and reading achievement. No correlation existed between arithmetic achievement and grade placement.

Since the correlation between age and grade placement is only moderate (r = .48) it is not surprising to find a slightly stronger correlation between age and the achivement variables: r age x reading achievement = .34, alpha = .001; r age x arithmetic achievement = .11, alpha = .05. These correlations are so low, however, that little would be gained from a separate analysis of each age level.

An examination of the correlation between attendance and academic achievement is important because this indirectly measures the impact of the program on those areas. If variations in academic achievement are not associated with variations in attendance, greater participation in the school program is not producing better academic performance. No statistically significant correlations were noted between academic achievement on attendance during the current year (r attendance x reading = .01; r attendance x arithmetic = .03). A similar absence of correlation was observed between last year's attendance pattern and academic achievement (r attendance x reading = .08; r attendance x arithmetic = .01). A further indication of the limited impact of the program on academic achievement is the absence of correlation between time spent in the program and academic achievement (r months in program x reading = .02; r months in program x arithmetic = .03) yet despite the absence of correlation between months in the program, daily attendance and academic achievement, return to regular class is moderately

correlated with academic achievement ($r_{p.bis}$ reading x return to regular class =.21; $r_{p.bis}$ arithmetic x return to regular class = .32). Both of these correlations are statistically significant at the .001 level of confidence.

A further analysis was made of the correlation matrix involving the "My School" attitudinal items and the reading and arithmetic achievement variables. With the exception of one item no clear pattern of correlations between attitude and achievement was noted. The exception was for the item: "The work at this school is too hard." As one might expect, and as a validation of the item, students who were higher in academic achievement were more likely to respond,"No" to that question (r = - .24 for arithmetic; r = - .25 for reading).

Finally no statistically significant correlation was noted between teacher-pupil ratio and academic progress, the latter variable in this case measured by principals' end-of-year reports.

Table SAMPLE STATISTICS DESCRIBING STUDENT CHARACTERISTICS (N=510)

Variable	$\bar{x}$	S.D.
1. Grade Placement	7.6	2.3
2. Age	13.9	1.7
3. Months in Program	15.2	10.6
4. % returning to regular class	.33	
5. Days absent 1970-71	27.4	30.3
6. Reading Achievement (Spring'71)	4.3	1.9
7. Arithmetic Achievement (Spring'71)	4.6	1.4

M. ATTENDANCE

Data obtained from the student sample pointed to an improvement in school attendance this year compared with last. On the average students were absent 32.08 school days last year with a standard deviation of 30.28 days. During the 1970-71 school year 27.39 absences were recorded with a SD of 52.68. The improvement in attendance of about five school days was accompanied in a substantial increase in variability in attendance among the students. A rather low but statistically significant correlation was noted between last year's and this year's attendance (r = .33). About 10 percent of the variation or individual differences in attendance this year can be accounted for or explained on the basis of last year's attendance.

A low but statistically significant correlation ($r = .15$) was observed between grade in school and number of absences recorded in the 1970-71 school year indicating a higher incidence of absence in the upper grades. No significant correlation appeared between the number of months the student had participated in the program in the number of absences he accrued. This finding does not support the hypothesis that the program is influencing the students' attendance behavior.

A wide variation in truancy pattern was observed among the 17 participating schools. Of the 1,459 students in continuous enrollment between October 1, 1970 and May 28, 1971 only 32 percent recorded ten days or less of unexcused absence. This figure varied, however, from as high as 83 percent in one school to as low as 2 percent in another.

A significant correlation did not appear between either reading or achievement level recorded at the end of the year and attendance. The finding that school attendance is not significantly correlated with reading ($r = .01$) or math ($r = .02$) achievement is subject to several interpretations. But the data from this study provides no support for the assertion that better school attendance is a necessary and sufficient condition for better academic achievement.

N. PUPILS' ATTITUDES TOWARD SCHOOL

Figure 1 shows the responses of the random sample of students to the "My School" questionnaire. In general, their attitude is positive. On the average their strongest agreement was expressed in the items: "The teachers in this school want to help you," $\bar{x} = 3.79$; "The principal in this school is friendly," $\bar{x} = 3.44$; and "What I am learning will be useful to me," $\bar{x} = 3.54$. These responses represent favorable responses to both the basic personnel in the program and the substance of the curriculum.

Strongest disagreement was elicited by the items: "The teachers in this school expect you to work too hard," $\bar{x} = 2.06$; "The work at this school is too hard," $\bar{x} = 1.65$; and "I wish I didn't have to go to school at all," $\bar{x} = 1.88$. The consistency between responses to the two parallel items pertaining to the difficulty of the school work is evidence of the validity of the scale. Although the work is not viewed as "too hard" nor the teachers' expectations viewed as being too high, item 14 responses suggest that the work is not too easy ($\bar{x} = 2.29$). Apparently from the standpoint of the students, an appropriate level of difficulty is manifest in the curriculum. Although high truancy rates are reported in these schools the students disagreed with the item suggesting a wish for the total elimination of schooling.

Three other items pertaining to the quality of teaching were responded to positively by the students. First, they agreed with the statement that the teachers in the school were really interested in them ($\bar{x} = 3.46$). They also felt that the teachers in the school know how to explain things clearly ($\bar{x} = 3.41$) and that they are "fair and square" ($\bar{x} = 3.05$). It was also felt by the students that they had learned more this year than during any previous year ($\bar{x} = 3.14$).

Responses to the attitudinal items were not correlated with length of time the students had been in the program. Evidence of this kind suggests that opinions initially held are not modified through continuing exposure to the program. This might present problems if the students attitudes had been negative rather than positive.

Neither last year's nor this year's attendance behavior was correlated with attitudinal responses. And although a few statistically significant correlations were noted between reading and arithmetic achievement and the attitudinal items, no general relation could be inferred.

Figure 1 STUDENT RESPONSES TO "MY SCHOOL" QUESTIONNAIRE

Question	Response
	YES! 4.0 — 3.5 — yes 3.0 — 2.5 — no 2.0 — 1.5 — NO! 1.0
1. The teachers in this school want to help you.	$\bar{x}$ = 3.79 SD = .54
2. The teachers in this school expect you to work too hard.	$\bar{x}$ = 2.06 SD = 1.05
3. The teachers in this school are really interested in you.	$\bar{x}$ = 3.46 SD = .82
4. The teachers in this school know how to explain things clearly.	$\bar{x}$ = 3.41 SD = .81
5. The teachers in this school are fair and square.	$\bar{x}$ = 3.05 SD = 1.04
6. The boys and girls in this school fight too much.	$\bar{x}$ = 2.76 SD = 1.26
7. This school building is a pleasant place.	$\bar{x}$ = 2.70 SD = 1.20
8. The principal in this school is friendly	$\bar{x}$ = 3.44 SD = .93
9. The work at this school is too hard.	$\bar{x}$ = 1.65 SD = .83
10. What I am learning will be useful to me.	$\bar{x}$ = 3.54 SD = .89
11. The trip to and from school is too long.	$\bar{x}$ = 2.23 SD = 1.25
12. I wish I didn't have to go to school at all.	$\bar{x}$ = 1.88 SD = 1.14
13. This is the best school I know.	$\bar{x}$ = 2.48 SD = 1.26
14. The work at this school is too easy.	$\bar{x}$ = 2.29 SD = 1.04
15. I work hard in school but don't seem to get anywhere.	$\bar{x}$ = 2.34 SD = 1.20
16. I've learned more this year than any earlier year.	$\bar{x}$ = 3.14 SD = 1.17

O. PARENTS' OPINIONS

Interviews with parents disclosed that 60 percent noticed a positive change in their child's school adjustment. Phrases such as "improved" 100 percent;" "interest better;" "better than ever before;" were descriptive of improvement. Only 10 percent of the parent sample indicated dissatisfaction with the school adjustment of their child. Percentages and analytic categories are displayed in Table 5.

Table 5 STUDENTS' SCHOOL ADJUSTMENT AS PERCEIVED BY PARENTS

General Category	Illustrative Comments	Percent
Very Good	doing fine; wonderful very happy with it	36
Improved	Improved 100%; interest better; attendance better; better than ever before	24
Don't Know	Haven't heard any complaints	04
Fair	Sometimes good, sometimes bad; sometimes fools around, in and out of school	26
Poor	Going backwards, not as well - many complaints, report card no good, truant	10

I. CHILD'S AFFECTIVE ORIENTATION TOWARD SCHOOL

The majority of parents that were interviewed (74 percent) were convinced that their child generally liked school and was well disposed toward the experience. In contrast, only 18 percent saw their child as being dissatisfied with the educational experience. Table 6 provides categories, percentages, and illustrative comments.

Table 6 STUDENTS' AFFECTIVE ORIENTATION TOWARD SCHOOL AS PERCEIVED BY PARENTS

General Category	Illustrative Comments	Percent
Positive	Starting to find himself; likes things they do; excited about his work; didn't like at beginning of year but now does	74
Negative	Tired after lunch; doesn't like to sit still; wants out; does a lot of fighting	16
Not sure		10

2. SCHOOL AS A SUBJECT OF COMMUNICATION AT HOME

Statements by parents pertaining to whether the child's activities were discussed by the child at home were dichotomized. A 70-30 distribution was noted with 70 percent of the parents reporting that their child regularly talked at home about what he was doing in school. Generally, children referred to specific subjects that they were studying in school. These were rarely "academic" subjects, reading being mentioned only twice, history once, science once, and poetry once. There was no mention of children talking about past or pending tests, nor was there mention of homework as a subject of discussion. In slightly more than half of the instances in which parents reported children talking at home about what was going on in school, the subject was shop. This included wood, ceramics, and jewelry. Apparently field trips are of some importance (10 percent mentioning) but far from that of the shop programs. Even among parents who reported their children rarely talked about school at home, one-third said their children bring home things they make.

3. IMPROVEMENT IN ACADEMIC WORK

Interview content analysis pertaining to school-work showed that more than half (56 percent) of the parents noticed positive academic growth during the course of the past year. Six percent of the parents felt they had no information that they could use in deciding whether or not the child showed any improvement in his school work, while 18 percent noted no change. Table 7 shows frequencies of mention by parents of areas of improvement.

Table 7 SCHOOL SUBJECTS IN WHICH PARENTS NOTED IMPROVEMENT

Subject	Frequencies of Mention
1. Reading	17
2. Mathematics	10
3. Handwriting	3
4. Science	2
5. English, SS, Spelling, Shop	1 each
6. Conduct & Attitude	3
7. General	11

4. HOME VISITS BY SCHOOL PERSONNEL

A high proportion of parents said that they had not been contacted directly at home by anyone from the schools (76 percent). Those who reported having been visited were

were visited by persons with various titles and for various reasons. Home visits usually concerned some problem that the schools were having with the child, attendance, behavior, etc. Three teacher visits were reported in which the teacher's mission was to provide positive feedback concerning the child's performance in school. Table 8 shows the frequency and substance of home visits by school personnel.

Table 8 FREQUENCY AND SUBSTANCE OF HOME VISITS

Personnel	Purpose	Frequency
1. Guidance Counselor	Behavior Problems	4
2. Attendance Officer	Truancy	7
3. Teacher	Report Child Doing Well	3
4. Teacher	Change of School	1
5. Social Worker	Behavior Problem	1
6. Can't remember name	Behavior Problem	1

5. PARENT VISITS TO SCHOOL

Eighty-six percent of the parents interviewed stated that they had visited the school at least once during the past year. The purpose and frequency of these visits is reported in Table 9

Table 9 PURPOSE AND FREQUENCY OF PARENT'S VISITS TO SCHOOL

Purpose	Frequency
1. Principle wanted to meet	1
2. To complain about something	6
3. Open School Day	3
4. Luncheon for Mothers	4
5. Parents' Organization	9
6. Issue concerning placement	2
7. Truancy problem	10
8. Talk with teacher	23
9. Discuss conduct problem	26
10. Check-up on child	8
11. Assemblies - entertainment	2
12. "Meetings"	10

A total of 104 visits to the schools were reported by the parents giving an average of 2.4 visits per family by the 86 percent who reported having been to the school during the year.

6. CHANGES IN BEHAVIOR AT HOME

As part of the interview, the parents were asked if they noticed any change in their child's behavior at home during the past year. Improvement or positive change was noted by 74 percent and no change by 18 percent. A wide range of descriptive comments were made concerning behavior changes. The essence of these comments are contained in Table 10.

Table 10 PARENTS' REPORTS OF CHANGES IN CHILD'S BEHAVIOR AT HOME

Change	Descriptive Statements
Positive Change (74%)	Made friends for first time More mature Gets along better with family Comes straight home now A little better, but still "plays around" More self-control Used to be "devilish," now stopped Stays in more at night More grown-up Manners better Less temper Avoids fights now Listens when you talk to him Last year constant complaints, now few Less wild Shows more respect Quieter Gets along better with siblings Goes to bed when supposed to More responsible
No Change (18%)	Never was a problem No different
Negative Change (8%)	More arrogant Being influenced by someone else Less cooperative Got into trouble with courts - first time

P. RETURN TO REGULAR CLASSES

An average of 10.12 students per school were returned to a regular public, parochial, or private school (See Table 1). In the same Table it is noted that the average regular public school return rate is.24 with a standard deviation of .07. This index is the number

of 1970-71 school year returns to regular P.S. classes divided by the number of students listed as officially enrolled on the May 28, 1971 register. The range of this index was .13 to .40.

Also, a number of students were listed as graduating to either academic or vocational high schools. An average of 20.76 students per school were identified as falling in this category (see Table 1). End-of-year report data submitted by the principals disclosed that 525 students were either being returned to a regular program or graduating into some regular school program (academic or vocational H.S.). This number represents approximately 37 percent of the students continuously enrolled in the program since October.

Several variables were significantly correlated with return to regular class placement. These included grade level ($r_{p.bis} = .14$), chronological age ($r_{p.bis} = .19$), months in program ($r_{p.bis} = .27$), reading achievement ($r_{p.bis} = .21$), and arithmetic achievement ($r_{p.bis} = .32$. All of these correlations are significant at the .01 level of confidence or better. Although return to a regular program was associated with higher academic achievement and longer participation in the program, the latter two variables were not correlated.

Q. BEHAVIORAL ADJUSTMENT

Two figures are available pertaining to student behavioral adjustment. Of the students who had been continuously enrolled in the programs from October through May a per-school average of 61 per cent were identified as making acceptable behavioral adjustments to the special school. Table 1 shows a range in adjustment rates (Column G) of .33 percent to ninety-two percent. Taking the total number of students on the May 28th register as a base, 67 percent were evaluated as making an acceptable adjustment.

VI. SUMMARY

The Title I program in Schools for Socially Maladjusted and Emotionally Disturbed Pupils ("600 Schools") is a federally supported enrichment program which provides library services, art, science, health education, remedial reading and mathematics, instructional materials, curriculum and teaching improvement and guidance services for 2,492 elementary and secondary students as of May 28, 1971. Funds are allocated to the 17 schools involved in this program in different patterns and the schools themselves are heterogeneous. This program is the third recycling.

Several program objectives were articulated by the program administrators in their application for funding. They were as follows:

1. Raise the achievement levels in reading and mathematics by an intensive program in remediation. Small group instruction and limitation of class size will improve conditions of learning; it will also serve to strengthen motivation. There will be greater emphasis on individual attention. At the conclusion of

the program, we anticipate that more than 60% of the participants will achieve a gain of one year or more in reading and mathematics.

2. Provide educational enrichment to disadvantaged and culturally impoverished pupils. Special teachers in the areas of art, music, science, health education and library will be assigned. It is expected that a significant shift in interest and activities of a cultural nature will take place as a result of this aspect of the program. Trips to museums, cultural centers and libraries will be scheduled. Pupils will be encouraged to join the Public Library as a consequence of greater emphasis on library activities in the school. The school art program will lend impetus and motivation for trips to art galleries, etc. The music program will provide activities in both choral and instrumental music. Health education teachers will set up programs to bring about improved habits in personal hygiene, engage in preventive work in the areas of the use of narcotics and drug abuse as well as to provide models for the wholesome use of leisure time.

3. Provide an intensive guidance program by the utilization of guidance counselors who will work with pupils and parents to effect better school relationship and personal adjustment. It is expected that at least 150 pupils will be accepted into regular schools during the course of the school year and that 400 pupils will be transferred into academic and vocational high schools at the end of the year. Psychological, psychiatric, social and guidance services will serve as clinical teams in setting up criteria for return to regular schools. These teams also serve in the intake process.

4. To improve student's motivation toward school work. This will be done by providing a therapeutic school environment designed to engender greater motivation on the part of participating children leading toward their increased self-improvement and increased individual effort. Specifically, the program aims to enrich the lives of the children attending the special schools through supportive services, experiences, activities and relationships. This will improve their self-respect and make the program attractive enough to have sufficient holding power to keep them in school, reduce pupil hostility to authority figures and adults and encourage attendance.

5. Institute a teacher-training program for teachers in special education by the assignment of Assistant Principals to develop and train teachers as well as to adapt and implement curriculum. Assistant Principals assigned to teacher training will engage in activities such as:
    a) Visits to classrooms to observe teaching practice.
    b) Holding individual and small group conferences with teachers to discuss desirable teaching techniques.
    c) Aiding in planning for pupils to meet individual needs on all levels of maturity.
    d) Setting up demonstration lessons.
    e) Developing materials of instruction.
    f) Setting up evaluation programs to measure the effectiveness of teaching.
    g) Conducting after-school workshops in connection with teacher-training.
    h) Developing and adapting curriculum to meet the needs of pupils.

Assistant Principals will also engage in activities related to curriculum development and implementation. This will include activities geared to strengthen and upgrade the instructional program of the Special Schools. This may be done by:

a) Conferences with teachers to adopt the course of study to the needs, interests, talents and abilities of pupils.
b) Seek out new methodology, new materials of instructions and new educational media.
c) Plan with the teachers to adopt the techniques, methodology and educational media to the functional level of the pupils.
d) Implement the courses of study to meet the needs of pupils severely retarded in skill areas as well as to provide enrichment for the more advanced pupils.
e) Work with parents and community agencies so that all available resources may be utilized.
f) Work with supportive services of the school to raise self-image of pupils, effect a better school adjustment and develop positive school attitudes.

The evaluation was designed to collect data relevant to the program objectives and involved several procedures and data sources. Principals were interviewed at the beginning and end of the school year, while during the year Assistant-to-Principals, guidance personnel, librarians, health education instructors, and remedial reading and mathematic teachers were interviewed. In addition a random sample of 510 students were selected (N = 30, per school) from whom achievement, attitudinal, attendance, and "cultural" activities data was collected. A random sample of parents of these children (N = 50) were also interviewed concerning their perceptions of their childrens' adjustment at home and in school. Principal's year's end reports also served as a data source. On-site observations were included in the data collection.

The following is a list of conclusions based on data described in detail in the "Findings" section of this report. An attempt has been made to eliminate personal judgements as much as possible.

1. Title I funded services are generally a necessary part of the current program in the "600" schools. Professionals working in these schools view these funds as not "supplementary" but necessary for a program of this type.

2. The impact of the program on academic achievement is not as great as anticipated in the program objectives. Rather than 60% of the participants achieving a gain of a year or more in reading, on the aveage 33% achieved this amount of growth. An average reading retardation of 3 years 3 months and arithmetic retardation of 3 years exists among these students. Academic achievement is neither significantly correlated with attendance nor amount of time spent in the program. These data suggest a limited program impact on academic achievement.

3. Although field trips were mentioned by parents as one of the program elements discussed by children at home, the cultural involvement of students as measured by reported frequency of visits during the year to cultural centers appears limited. Libraries were visited most frequently with a mean of 3.6 visits, standard deviation 3.8. Data suggested less involvement by older than young pupils.

4. Although group guidance was mentioned as a program component in the proposal it was encountered infrequently. Case load sheets are not always kept by guidance personnel and changes in case load cannot be accurately assessed since there is no base line data available from "before" the program. To the extent that return rate to regular schools, as suggested by the program designers, is an index of guidance program impact the findings are positive. In contrast to a projected 150 students returning to regular classes during the year, 151 were noted. The same pattern exists for end-of-year transfers into vocational and academic high schools; projected N = 400, observed N = 404.

5. Student responses to attitudinal scales were supportive of program objective #4 which centered on providing a therapeutic school environment. Students disclosed positive attitudes toward school personnel, relevance of school work, difficulty level of school work, and self-conceptions of progress resulting from the program were favorable. Evidence indicated that these impressions were formed early and correlated with neither achievement in academic areas nor school attendance.

6. On-site observations and interviews disclosed the presence of a functional teacher-training component with several different approaches being applied. A number of curriculum innovations were put into effect during the school year but these were not usually planned in the Fall. Detailed sketches of these activities are provided in the "Findings" section of this report.

7. The library program appeared to be an extremely important feature of the entire Title I program. This is due to the fact that the student population responds well to audio-visual and self-study materials that are part of the library program. The movement is toward the use of the library as a multi-media center with ancillary remedial services. Cultural enrichment materials, particularly those pertaining to minority or ethnic studies were observed. Deficiencies in physical plant and material acquisition procedures were mentioned by library teachers and the quality of the library program varied greatly across schools.

8. City facilities such as parks, pools, and recreation centers are not used extensively by Health Education instructors. Interviews disclosed that limited time periods for working with groups of students is prohibitive of the use of the facilities on a larger scale.

9. On-site observations, examinations of instructional materials, and interviews disclosed functional remedial programs in reading but little emphasis on arithmetic. The student population shows, however, academic retardation in both areas. A detailed description of remedial activities and materials is located in the "Findings" section.

10. Student attendance rates showed some improvement (about 5 school days) over last year's. The truancy rate remains high, however, with only an average of 32% of the students showing 10 or less unexcused absences for the year.

11. Parent interviews provided a favorable view of the program. Parents typically indicated: 1) satisfaction with the child's adjustment to school; 2) children liked school experience; 3) school was a subject of communication at home; 4) children had improved in school work. Visits by school personnel to homes are rather infrequent with substantially more visits to school being engaged in by parents. Visits are more frequently for the purpose of problem resolution than information. About three-fourths ofthe parents noted improved behavior at home by the children over the course of the year. Principal reports showed an average of 60 percent of the students in continuous enrollment since October, 1970 as making an acceptable behavioral adjustment.

RECOMMENDATIONS

The following represent opinions based on the general findings of the study. As such they are somewhat judgemental and should be considered interpretive.

1. The program should be re-cycled. It is apparent that the Title I supported component of the program for maladjusted pupils is basic rather than supplementary. The deletion of services made available to the program through Title I would seriously undermine it.

2. The effect of the program is felt primarily in the areas of student attitude, parent perceptions, and return to regular class. These are important program objectives which are perceived by the professionals in the schools as being of highest priority.

3. The enhancement of academic performance, although identified in the program proposal as being of high importance, shows no evidence of having been attained to the degree originally anticipated. A number of findings suggested limited academic impact.

   It is certain that there is professional disagreement concerning the relative importance of an academic achievement orientation in this type of a program. There is, however, a great deal of variation

in the ways the schools are going about the remediation of academic deficits. A careful examination should be made of these methods; communication among the participant schools could be improved, and some overall monitoring provided. Currently, the schools operate more as separate entities rather than as a cohesive "program."

It is not uncommon to find a lack of awareness of the actual Title I program objectives. Better communication could improve the situation.

4. Some dissatisfaction exists among personnel assigned to Assistant-to-Principal occupational roles who are being paid teachers' salaries. To insure good staff morale this situation might be looked into.

5. It is the opinion of the evaluators that some Title I funds should be earmarked for discretionary use by teachers in the program. Purchasing procedures do not always result in the appropriate materials being available when needed. A small supplementary fund given to each school which could be drawn on as instructional needs arise might be considered.

APPENDIX A

STUDENT SAMPLE N MATRIX

Variable	N
1. Sex	510
2. Grade	510
3. Age	509
4. Months in Program	499
5. Return to regular program?	486
6. # Absences this year	457
7. # Absences last year	283
8. Reading Score this year	478
9. Arithmetic Score this year	382
10. "My School" Attitude Scale	473
11. Visits to Cultural Centers	470